



Performance Monitoring and Evaluation: Site Visits, Reporting, and the Government Performances and Results Act

FY07 REMS Initial Grantee Meeting

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Session Objectives

- Review U.S. Department of Education (ED)'s performance monitoring plan
- Discuss site visits
- Consider key evaluation components
- Review the Readiness and Emergency Management for Schools (REMS) Government Performance and Results Act (GPRA) measures for FY 2007 grantees
- Introduce the ED 524B form
- Explain how to report GPRA data on the ED 524B Project Status Charts



ED's Performance Monitoring Plan

- Post-award performance calls
- Semi-annual performance calls
- Site Visits
- Interim and Final Reports



REMS Site Visits: Overview

- Site visits are a grant monitoring tool as provided for in EDGAR Part 74.51(g), "The Secretary may make site visits, as needed."
- Two staff (ED or TA Center) will participate
- Also, called an on-site review
- Typically last 1.5 days
- At least 5% of all FY 2007 REMS grantees (approximately 6 sites) will be visited



REMS Site Visits: Reasons for Selection

- Program performance - Excellent
 - Goals and objectives achieved in unique or innovative ways
 - Development of effective strategies that may be replicable at other sites
- Program performance - Problems Identified
 - Difficulty achieving goals and objectives
 - Compliance issues
 - Fiscal improprieties
 - Technical assistance



REMS Site Visits: Summary

- Grantee Participants
 - Project Director required
 - Authorized Representative
 - Key community partners
 - Other key project personnel
 - Evaluator
 - Finance/Budget personnel
- What to expect during the site visit
 - Entrance and exit interviews
 - Review of grant activities to date
 - Review recent budget and expenditures
 - Review evaluation plan



REMS Site Visits: Follow-up

- Federal Project Officer (FPO) provides a written report
 - Positive findings
 - Exemplary practices
 - Negative findings
 - Required Actions: Compliance
 - Recommended Actions: Non-binding suggestions
- REMS Grantee provides a written response
 - Required Actions
 - Detail corrective actions that will bring grant into compliance with programmatic/fiscal guidelines
 - Dispute findings and present supporting documents
 - Recommended Actions
 - Respond to recommended actions
- FPO will ensure all corrective actions have been accomplished



Evaluation and Performance Reporting



Why Evaluate REMS Projects?

Because evaluation....

- is a way to gather school-based and community data to help improve emergency management plans,
- uncovers new information or consequences that were not anticipated, and
- involves multiple stakeholders in the process and creates buy-in for emergency management planning.



What is Evaluation?

- ‘Program evaluation’ is an assessment, through objective measurement and systematic analysis, of the manner and extent to which programs achieve intended objectives. *



Evaluation: Overview

- What it does...
 - Determine if a project is accomplishing objectives
 - Support decision-making in the district and community
 - Provide data for communicating to stakeholders
 - Help the U.S. Department of Education report on progress
- What it does not do...
 - Attempt to judge a project or school system subjectively
 - Represent a false picture of program success for administrators or funders



Creating an Evaluation Plan: Key Components

Key questions to consider:

- Who will conduct your evaluation? Are they unbiased?
- Who are the key stakeholders in your grant project and your overall emergency management efforts?
- Have you captured the appropriate data at the beginning of your project?
- What are your key project objectives?



Performance Reporting: Objectives and Performance Measures

■ Objectives:

- “Derived from the program goal(s) and explain how the program goal will be accomplished. Objectives are well-defined, specific, and quantifiable statements of the desired results of the program.” **

■ Performance Measures:

- Particular values used to measure each objective. **



REMS Performance Reporting: Objectives and Performance Measures

REMS grant objectives

- Project-specific objectives and measures
 - Drawn from needs assessment
 - As reflected in grant applications
 - Based on individual school and district issues
- Government Performance and Results Act (GPRA) objectives and measures



Project-Specific Objectives

Project Objective:

- A specific, measurable statement about what the project will achieve.
 - For example, an objective might be: "To train five crisis team members in each of our 10 school buildings in basic first aid as measured by 100% successful certification in the 'Basic First Aid Training' course offered by our local Red Cross."



Project-Specific Objectives (continued)

Performance Measure:

- The value or characteristic that can be used to determine the extent to which each identified objective has been achieved.
- In the previous example, the number (#) of teachers who are certified in Red Cross Basic First Aid by March 1, 2009.



Government Performance and Results Act (GPRA): Overview

■ What is GPRA?

- The Government Performance and Results Act of 1993 requires all Federal agencies to manage activities with attention to outcomes.
- Agencies must:
 - State intended accomplishments
 - Identify the resources required
 - Periodically report to Congress

■ What are the benefits of GPRA?*

- Improved accountability for expenditures using public funds
- Informed Congressional decision making through use of objective information
- Government focus on results

* Government Performance and Results Act of 1993. Accessed at:
<http://www.whitehouse.gov/omb/mgmt-gpra/gplaw2m.html> November 21, 2007.



What are the REMS GPRA Measures?

- **GPRA 1:** The percentage of REMS grant sites that demonstrate they have increased the number of hazards addressed by the improved school emergency management plan as compared to the baseline plan.
- **GPRA 2:** The percentage of REMS grant sites that demonstrate improved knowledge of school/and or district emergency management policies and procedures by school staff with responsibility for emergency management functions.
- **GPRA 3:** The percentage of REMS grant sites that have a plan for, and commitment to, the sustainability and continuous improvement of the school emergency management plan by the district and community partners beyond the period of Federal financial assistance.



Performance Reporting: ED 524B

- What are the components of the ED 524B?
 - Cover Sheet
 - Must be signed by Authorized Representative
 - Budget information should be provided by the business office
 - Executive Summary
 - Section A - Project Status Charts
 - GPRA objectives
 - Project-specific objectives
 - Section B - Budget Information
 - Section C - Additional Information



Performance Reporting: ED 524B, Section A: Completing the Project Status Charts, REMS GPRA Objective 1

- REMS GPRA 1: Demonstration of increased number of hazards addressed by the improved school emergency management plan as compared to the baseline plan.



Completing the 524B, Project Status Chart for REMS GPRA 1

Definitions for GPRA 1:

- **Hazards:** Broadly defined as potential threats to the school / school district whose date or time of occurrence cannot be predicted. Examples include:
 - Severe Weather
 - Intruders on campus
 - Earthquake
 - Wildfire
 - Influenza pandemic
 - Chemical spills
 - Facilities improvements
- **Addressed:** Written plan is in place that responds to hazards
- **Baseline plan:** The emergency plan in place prior to grant award



Completing the 524B, Project Status Chart for REMS GPRA 1

- Data Needed for GPRA 1
 - Number of hazards addressed by the improved school emergency plan
 - Number of hazards addressed by the baseline plan
 - Measure can include information on number of hazards at the district level and/or at the school level



Completing the 524B, Project Status Chart for REMS GPRA 1

- Under Project Objective:
 - Write "To increase the number of hazards addressed by the improved school emergency management plan as compared to the baseline plan."
- In Box 1.a. Performance Measure:
 - Write "Number of hazards addressed by the improved school emergency management plan as compared to the baseline plan."
- In the Measure Type box:
 - Write "GPRA"



Completing the 524B, Project Status Chart for REMS GPRA 1

- Quantitative Data:

- Under "Target/Ratio":

- Indicate the total number of hazards you AIM to address in the numerator and the total number of hazards you CURRENTLY address (baseline) in the denominator.

TARGET number of hazards to address at the end of the grant (Numerator)
BASELINE number of hazards addressed at the beginning of grant (Denominator)

- Under "Target/Actual Performance Data":

- Indicate the total number of hazards you ACTUALLY address at the end of the project period in the numerator. In the denominator, indicate the baseline number of hazards you addressed at the beginning of the grant period.

ACTUAL total number of hazards addressed at the end of the grant (Numerator)
BASELINE number of hazards addressed at the beginning of grant (Denominator)

NOTE: The denominator will be the same for both Target and Actual.



Completing the 524B, Project Status Chart for REMS GPRA 1

■ Data necessary for GPRA 1

- A narrative list of the actual hazards addressed by district(s) (or school) baseline plan(s)
- Target number of hazards to be addressed by the improved plan(s) (the number of hazards you hope to address by the end of the grant period)
- A narrative list of the TOTAL hazards addressed by the improved school emergency management plan(s) (at the end of the project period only)



Frequently Asked Questions

- Can I count facilities improvements as hazards that my school/school district has addressed?
- My application is for a consortium of school districts. How should I report data for this measure—do I aggregate or report on a district-by-district basis?



Completing the 524B, Project Status Chart for REMS GPRA Objective 2

REMS GPRA 2: Demonstration of **improved knowledge** of school/and or district **emergency management policies and procedures** by **school staff** with responsibility for emergency management functions.



Completing the 524B, Project Status Chart for REMS GPRA 2

■ Definitions:

- **Improved knowledge:** A quantifiable difference in the amount of information, or quality of information, district staff possess around emergency management.
- **School staff:** Broadly defined as any school or school district employee involved in one of the four phases of emergency management for the district or school.
- **Emergency management policies and procedures:** The written emergency management plan and procedures for the school district and/or school.



Completing the 524B, Project Status Chart for REMS GPRA 2

- Data Needed for Measure 2
 - An assessment of staff knowledge of school and/or district policies at the start of the grant. This could include:
 - Data from a pre-test before a key training
 - Results from a survey of staff assessing baseline knowledge
 - Identification of a quantifiable goal for demonstrating “improved knowledge” by the end of the project period
 - Number, or %, of staff that demonstrate improved knowledge by the end of the grant.



Completing the 524B, Project Status Chart for REMS GPRA 2

- Under Project Objective:
 - Write "To improve knowledge of school or district emergency management policies and procedures."
- In Box 1.a. Performance Measure:
 - Write "Demonstration of **improved knowledge** of school/and or district **emergency management policies and procedures** by **school staff** with responsibility for emergency management functions."
- In the Measure Type box:
 - Write "GPRA"



Completing the 524B, Project Status Chart for REMS GPRA 2

■ Quantitative Data

- In the Ratio and % columns: Leave blank in both the Target and the Actual Performance blocks
- In the Raw Number columns:
 - Under Target: Write "YES" (this indicates that you hope there will be an improved level of knowledge)
 - Under Actual Performance Data (to be entered when data are available):
 - Write "YES," if your district has met this standard.
 - If your district cannot demonstrate improved knowledge then write, "NO."



Completing the 524B, Project Status Chart for REMS GPRA 2

- Information for the “Explanation of Progress” section:
 - Baseline assessment of staff knowledge of school and/or district policies at the start of the grant.
 - Target goal for demonstrating “improved knowledge” by the end of the project period.
 - Post-assessment of the actual number, or percentage, of staff that do demonstrate improved knowledge by the end of the grant.
- A narrative description of how your district defined “school staff with responsibility for emergency management functions.”
- A narrative description of what process your district(s) used for assessing baseline and post-grant knowledge of procedures.



Frequently Asked Questions

- Do all REMS grantees need to use the same assessment tool to assess “improved knowledge?”
- Can grantees use different surveys tools for different levels of staff?



Completing the 524B, Project Status Chart for REMS GPRA Objective 3

- REMS GPRA 3: Demonstration of a **plan for, and commitment to, the sustainability and continuous improvement** of the school emergency management plan by the district and community partners beyond the period of Federal financial assistance.



Completing the 524B, Project Status Chart for REMS GPRA 3

Definitions:

- **Plan for, and commitment to, the sustainability and continuous improvement:** Grantee's articulated plan (in writing) for maintaining momentum of grant objectives after funding ends.



Completing the 524B, Project Status Chart for REMS GPRA 3

- Under Project Objective:
 - Write "To sustain emergency management efforts within the district/school."
- In Box 1.a. Performance Measure:
 - Write "A plan for, and commitment to, the sustainability and continuous improvement of school emergency response plans by your district and community partners beyond the period of Federal financial assistance."
- In the Measure Type box:
 - Write "GPRA"



Completing the 524B, Project Status Chart for REMS GPRA 3

- In the Quantitative Data box:
 - For Target, Raw Number: Write, "YES"
 - For Actual, Raw Number:
 - Write "YES," if your district has established a sustainability plan for your emergency management work.
 - If not, write "NO."



Completing the 524B, Project Status Chart for REMS GPRA 3

- Information for the “Explanation of Progress” section:
 - Provide a detailed answer to the question, “Does your district have a plan for, and commitment to, the sustainability and continuous improvement of school emergency response plans by your district and community partners beyond the period of Federal financial assistance?”
 - Provide proof of your sustainability plan. This could include, but is not limited to, the following:
 - Copies of Memoranda of Agreements or Memoranda of Understanding
 - Timelines/agenda for upcoming community partner meetings/drills after the grant period is over
 - School board commitments to upcoming emergency management work or facilities upgrades
 - Attach a copy of the updated emergency management plan with final reports.



Frequently Asked Questions

- Do I need to submit a copy of my district's updated emergency plan with my final report?
- What are some ways a district might demonstrate sustainability?



QUESTIONS ??

